

DIGITAL COMMONS
—@WAYNE STATE—

Merrill-Palmer Quarterly

Volume 50 | Issue 4

Article 11

2004

Index

Merrill-Palmer Quarterly Editors

Follow this and additional works at: <http://digitalcommons.wayne.edu/mpq>

Recommended Citation

Editors, Merrill-Palmer Quarterly (2004) "Index," *Merrill-Palmer Quarterly*: Vol. 50: Iss. 4, Article 11.
Available at: <http://digitalcommons.wayne.edu/mpq/vol50/iss4/11>

INDEX
Vol. 50 (2004)

Issue 1	1–110
Issue 2	111–202
Issue 3	203–414
Issue 4	415–557

Aksan, N. *See* Kochanska, G., & Aksan, N.

Berndt, T. J.—Children's Friendships: Shifts Over a Half-Century in Perspectives on Their Development and Their Effects. 206–223.

Bin fet, T.—It's All in Their Heads: Reflective Abstraction as an Alternative to the Moral Discussion Group. 181–201.

Cain, W. J.—Telling Stories: Examining the Effects of Elaborative Style, Reporting Condition, and Social Class in Preschoolers' Narratives. 139–158.

Champion, C. *See* Eisenberg, N., Champion, C., & Ma, Y.

Coplan, R. J. *See* Rubin, K. H., & Coplan, R. J.

Dodge, K. A.—The Nature-Nurture Debate and Public Policy. 418–427.

Dunn, J.—Understanding Children's Family Worlds: Family Transitions and Children's Outcome. 224–235.

Dweck, C. S., & London, B.—The Role of Mental Representation in Social Development. 428–444.

Eisenberg, N., Champion, C., & Ma, Y.—Emotion-Related Regulation: An Emerging Construct. 236–259.

Fabes, R. A., Martin, C. L., & Hanish, L. D.—The Next 50 Years: Considering Gender as a Context for Understanding Young Children's Peer Relationships. 260–273.

Flavell, J. H.—Theory-of-Mind Development: Retrospect and Prospect. 274–290.

Giles, J. W. *See* Heyman, G. D., & Giles, J. W.

Grigorenko, E. L. *See* Sternberg, R. J., & Grigorenko, E. L.

- Groark, C. J. *See* McCall, R. B., Groark, C. J., & Nelkin, R. P.
- Guerra, N. G. *See* Hanish, L. D., & Guerra, N. G.
- Hanish, L. D. *See* Fabes, R. A., Martin, C. L., & Hanish, L. D.
- Hanish, L. D., & Guerra, N. G.—Aggressive Victims, Passive Victims, and Bullies: Developmental Continuity or Developmental Change? 17–38.
- Henricsson, L., & Rydell, A.—Elementary School Children with Behavior Problems: Teacher-Child Relations and Self-Perception. A Prospective Study. 111–138.
- Heyman, G. D., & Giles, J. W.—Valence Effects in Reasoning About Evaluative Threats. 86–109.
- Kagan, J.—The Limitations of Concepts in Developmental Psychology. 291–298.
- Kail, R. V.—Cognitive Development Includes Global and Domain-Specific Processes. 445–455.
- Kochanska, G., & Aksan, N.—Conscience in Childhood: Past, Present, and Future. 299–310.
- Ladd, G. W.—Celebrating the 50th Anniversary of the *Merrill-Palmer Quarterly*. 1–16.
- Ladd, G. W.—Commentaries in Honor of the 50th Anniversary of *Merrill-Palmer Quarterly*: An Introduction to the July 2004 and October 2004 Issues. 203–205.
- Ladd, G. W.—Commentaries in Honor of the 50th Anniversary of *Merrill-Palmer Quarterly*: An Introduction to the October 2004 Issue. 415–417.
- Laible, D. J.—Mother-Child Discourse Surrounding a Child's Past Behavior at 30 Months: Links to Emotional Understanding and Early Conscience Development at 36 Months. 159–180.
- Lochman, J. E.—Contextual Factors in Risk and Prevention Research. 311–325.
- London, B. *See* Dweck, C. S., & London, B.
- Ma, Y. *See* Eisenberg, N., Champion, C., & Ma, Y.
- Martin, C. L. *See* Fabes, R. A., Martin, C. L., & Hanish, L. D.
- McCall, R. B., Groark, C. J., & Nelkin, R. P.—Integrating Developmental Scholarship and Society: From Dissemination and Accountability to Evidence-Based Programming and Policies. 326–340.
- Nelkin, R. P. *See* McCall, R. B., Groark, C. J., & Nelkin, R. P.
- Parke, R. D.—Fathers, Families, and the Future: A Plethora of Plausible Predictions. 456–470.
- Plomin, R.—Genetics and Developmental Psychology. 341–352.
- Ramey, C. T., & Ramey, S. L.—Early Learning and School Readiness: Can Early Intervention Make a Difference? 471–491.
- Ramey, S. L. *See* Ramey, C. T., & Ramey, S. L.
- Recchia, H. *See* Ross, H. S., Smith, J., Spielmacher, C., & Recchia, H.

- Ross, H. S. *See* Wilson, A. E., Smith, M. D., Ross, H. S., & Ross, M.
- Ross, H. S., Smith, J., Spielmacher, C., & Recchia, H.—Shading the Truth: Self-Serving Biases in Children's Reports of Sibling Conflicts. 61–85.
- Ross, M. *See* Wilson, A. E., Smith, M. D., Ross, H. S., & Ross, M.
- Rothbart, M. K.—Temperament and the Pursuit of an Integrated Developmental Psychology. 492–505.
- Rubin, K. H., & Coplan, R. J.—Paying Attention to and Not Neglecting Social Withdrawal and Social Isolation. 506–534.
- Rydell, A. *See* Henricsson, L., & Rydell, A.
- Siegler, R. S.—Learning About Learning. 353–368.
- Smith, J. *See* Ross, H. S., Smith, J., Spielmacher, C., & Recchia, H.
- Smith, M. D. *See* Wilson, A. E., Smith, M. D., Ross, H. S., & Ross, M.
- Spielmacher, C. *See* Ross, H. S., Smith, J., Spielmacher, C., & Recchia, H.
- Sternberg, R. J., & Grigorenko, E. L.—Why We Need to Explore Development in Its Cultural Context. 369–386.
- Turiel, E.—Historical Lessons: The Value of Pluralism in Psychological Research. 535–545.
- Vandell, D. L.—Early Child Care: The Known and the Unknown. 387–414.
- Walker, L. J.—Progress and Prospects in the Psychology of Moral Development. 546–557.
- Wilson, A. E., Smith, M. D., Ross, H. S., & Ross, M.—Young Children's Personal Accounts of Their Sibling Disputes. 39–60.

